REVISED 3-30-2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: __ Elementary __ Middle _X_ High __ K-12

Name of Principal **Mr. William McKelvey**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Whiting High School**
(As it should appear in the official records)

School Mailing Address **606 West St.**
(If address is P.O. Box, also include street address)

Whiting **Iowa** **51063-0506**
City State Zip Code+4 (9 digits total)

County **Monona** School Code Number* **7002**

Telephone **(712) 455.2468** Fax **(712) 455.2601**

Website/URL **http://www.whiting.k12.ia.us/** E-mail **wpmckelvey@yahoo.com**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent* **Dr. Myron Ballain**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Whiting Community School District** Tel. **(712) 455.2468**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson **Mr. David Storm**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   1 Elementary schools
   1 Middle schools
   NA Junior high schools
   1 High schools
   NA Other

   3 TOTAL

2. District Per Pupil Expenditure: **$8,911**

   Average State Per Pupil Expenditure: **$7,326**

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

4. **2** Number of years the principal has been in her/his position at this school.

   2 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**			
K				**8**			
1				**9**	14	8	22
2				**10**	16	9	25
3				**11**	10	6	16
4				**12**	7	11	18
5				**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					81

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

__90__ % White
__0__ % Black or African American
__5__ % Hispanic or Latino
__1__ % Asian/Pacific Islander
__4__ % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: **__3.7__%**

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	3
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	**0**
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	**3**
(4)	Total number of students in the school as of October 1	**81**
(5)	Subtotal in row (3) divided by total in row (4)	**.037**
(6)	Amount in row (5) multiplied by 100	**3.7**

8. Limited English Proficient students in the school: **__0__**%
__0__ Total Number Limited English Proficient

Number of languages represented: **__1__**
Specify languages: English

9. Students eligible for free/reduced-priced meals: **__52__**%

Total number students who qualify: **__42__**

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: **12.34%**
10 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

0 Autism	**0** Orthopedic Impairment
0 Deafness	**0** Other Health Impaired
0 Deaf-Blindness	**8** Specific Learning Disability
0 Emotional Disturbance	**0** Speech or Language Impairment
0 Hearing Impairment	**0** Traumatic Brain Injury
2 Mental Retardation	**0** Visual Impairment Including Blindness
0 Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	**1**	**0**
Classroom teachers	**13**	**5**
Special resource teachers/specialists	**2**	**0**
Paraprofessionals	**1**	**1**
Support staff	**0**	**0**
Total number	**17**	**6**

12. Average school student-"classroom teacher" ratio: **1 : 4**

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer, any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96.7%	96.1%	96.7%	%	%
Daily teacher attendance	99.4%	98.6%	98.9%	%	%
Teacher turnover rate	.08%	.041%	.051%	%	%
Student dropout rate (middle/high)	0.009%	0.008%	0%	%	%
Student drop-off rate (high school)	16%	23.5%	32%	%	%

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	**29**
Enrolled in a 4-year college or university	**31.03** %
Enrolled in a community college	**41.38** %
Enrolled in vocational training	**.034**%
Found employment	**20.69** %
Military service	**.034**%
Other (travel, staying home, etc.)	**0** %
Unknown	**0** %
Total	**100 %**

PART III – SUMMARY

Whiting High School, population 81, is situated in a rural setting, approximately 28 miles south of Sioux City, Iowa, and 65 miles north of Omaha, Nebraska. Whiting High School has long been noted for its high standards of excellence, and for the pride and school spirit students have in their school.

Whiting High School believes that the ultimate purpose of education is to help all students be the best they can be in order to participate effectively in the world of tomorrow. Teachers assist students in becoming responsible and in understanding obligations of good citizenship. The school's mission statement reflects these beliefs: "Together, our mission is to prepare students to become responsible citizens in today's world."

There are ten belief statements underpinning the philosophy of Whiting High School's mission statement. The school, family, and the community are partners in the educational process. Students are provided with a thorough understanding of the principles of democracy, thus assisting them in becoming lifelong learners and contributing members of a global society. High expectations and high ethics promote mutual trust and respect by all involved in the educational program, and hold students accountable for their own actions. This helps to create the safe environment needed for learning. Students are given experiences to equip them to independently broaden and deepen their knowledge of technology. Staff, too, are given opportunities to participate in workshops, graduate classes, and inservice training.

In order to graduate, 48 credits are required. Among those are required courses in English, Mathematics, Science, Social Studies, Physical Education, Health, and Vocational Education. In addition to demonstrating proficiency in basic math, reading, writing, science, and technology, all graduates of Whiting Community High School are expected to be self-motivated and possess a positive self-concept. They are taught to accept responsibility and to demonstrate concern, tolerance, and respect for others. The students are equipped to solve problems and make decisions. Whiting High School students demonstrate the ability to read, write, think, listen, speak, and effectively evaluate real life situations. They possess skills in adapting to personal and social change, and use human relations and leadership skills to develop positive, cooperative relationships. The students demonstrate understanding and appreciation of American culture,

history and government, including expressing themselves creatively and responding to the creative works of others. Whiting High School students recognize, understand, and appreciate various cultures and demonstrate behaviors that support a healthy environment.

The Comprehensive School Improvement Plan outlines both the Long Range Student Achievement Goals and the Annual Improvement Goals. The district's long-range goals focus on student learning needs in the areas of reading, mathematics, science, technology, and climate. Because academic achievement is considered a priority, Whiting High School awards an academic letter to students who maintain a 3.25 GPA for two consecutive semesters.

Whiting High School continues to study the research base behind current and needed instructional practices to insure that it is providing the best opportunities for its students. Student data is analyzed to determine gaps and needs, and professional development is provided in these same areas. Implementation of new strategies and instructional practices by teachers is also studied and analyzed to insure fidelity. The Board approved an early out every Wednesday for teachers to study research, to learn new strategies, and to analyze implementation and student achievement data.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Meaning of Assessment Results

1. In the state of Iowa, all high school students are given the ITED (Iowa Test of Educational Development) in order to determine proficiency in reading, math, and science. (Information on the state assessment system may be found at the following address: http://www.state.ia.us/educate/ecese/nclb/assessments.html Proficiency is determined by percentile rank. Students whose scores fall within the 0 – 40th percentile are deemed below proficiency in that subject area. This means that if 100 students took the test, at least 60 of them did better. If students' scores fall within the 41st – 89th percentile, they are considered to have intermediate proficiency. Students scoring above the 89th percentile are considered to be of high proficiency. Adding the percentages of students at intermediate and high proficiency together gives a school the total percent of students proficient in that subject area. The goal of every school, including Whiting High School, is to have all students proficient in reading and math by the 2013 – 2014 school year.

   For the 2003 – 2004 school year in the area of reading, 93.3% of Whiting 11th graders were proficient. This was up from 77.7% for the 2002 – 2003 school year, and also up from the 2001 – 2002 school year when 86.7% of the 11th grade students were proficient in the area of reading. Compared to the State of Iowa proficiency levels of 77% proficiency in reading, Whiting High School students surpass their state peers by 16 percentage points. When we disaggregated the 2003 – 2004 data, 83.2% of 11th grade males were proficient in reading and 100% of 11th grade females were proficient in reading. Also, 100% of students receiving free or reduced lunch were proficient in reading and 90% of students not receiving free or reduced lunch were proficient.

   In the area of mathematics for the 2003 – 2004 school year, 93.3% of Whiting 11th graders were proficient. This had increased from the two previous years, when 77.7% were proficient in 2002 – 2003, and 86.6% were proficient in 2001 – 2002. At the state

level, 79.2% of 11th graders were proficient in mathematics. When we disaggregated the mathematics data, 83.3% of males and 100% of females were proficient. One hundred percent of students receiving free or reduced lunch were proficient in mathematics and 90% of students not receiving free or reduced lunch were proficient.

Assessment Data & Identification of Priority Student Learning Needs

2. At Whiting High School, reading and mathematics ITED scores are analyzed by total population, and also disaggregated by gender, SES, and IEP/non-IEP. Total population is also compared to the state using biennium data. Whiting Community High School uses assessment data to identify gaps between student populations and/or subgroups, and also to determine if the professional development received by the high school teachers is not only making a difference in their teaching, but ultimately making a difference in student achievement. Whiting High School uses the following data: Trend line and subgroup data from ITED for reading and mathematics; trend line data from ITED for science; graduation rate; aggregate and subgroup dropout percentages; percentage of graduates planning to pursue postsecondary education; percentage of graduates completing the core curriculum; career and technical education (CTE) data; percentage of students achieving a high score on the ACT; trend line data from the Iowa Youth Survey; a comprehensive, community-wide needs assessment; participation rates for required district-wide assessments; aggregate and subgroup attendance data; and multiple assessment data for reading, math, and science.

   Whiting High School has a Building Leadership Team that is responsible for the collection and analysis of the data. The team meets each month to examine ITED item analysis information and frequency data. They look specifically at the number of special education students and low socioeconomic students scoring at or below the 40th percentile on the ITED. They also look at the other indicator data mentioned above. This information is shared and discussed with the rest of the building staff during monthly faculty meetings.

   The Whiting Community School's District Leadership Team meets four times each year with the superintendent. This group reviews information from the School Improvement Steering/Advisory Committee and analyzes district-level data. The School Improvement Steering/Advisory Committee studies and discusses the findings from the District Leadership Team. They summarize the findings and make recommendations to the Board regarding district-wide prioritized needs, possible adjustments to school goals, and the programs and services provided to students.

Communication about Student Performance

3. Whiting Community High School communicates information about student achievement in many forms. First, Whiting High School holds an Open House each year. Information about ITED and Iowa Collaborative Assessment Modules (ICAMs) are shared with parents. Gaps in subgroups are pointed out (when numbers are appropriate), and methods and strategies being used by teachers and counselors to close these gaps are discussed.

   Each year, Whiting Community School District completes an Annual Progress Report (APR). This document is bound and distributed to each family at parent-teacher conferences. If a parent is unable to attend, then it is sent to the student's home. The APR is also summarized and sent to the local newspaper. In addition, the School Improvement Steering/Advisory Committee, the Building Leadership Team, and the District

Leadership Team share information about their studies, analyses of data, and recommendations to Whiting Community School District patrons and various community organizations.

Long Range Goals and Annual Improvement Goals are published in the Student Handbook. Every middle and high school student receives a copy of the handbook. The handbook is also published online at:
http://www.whiting.k12.ia.us/MS_HS%20Handbook.htm

Parent -Teacher conferences are held twice each year—in November and in March. At the conferences, teachers communicate to parents the progress their children are making. Parents have an opportunity to communicate to teachers concerns they have about student achievement data and about methods and strategies being taught, as well as an opportunity to ask questions. Parents also receive quarterly report cards about their child's progress. Approximately 72% of parents attend parent-teacher conferences at the high school level.

The local newspaper, *The Whiting Newsette*, serves as our monthly newsletter. The entire front page of the newspaper is devoted to school news. Included are sports events, academic events, our APR results, notices to parents, and much more.

Planned Communication & Collaborative Partnerships

4. Whiting Community High School shares information about their school and student achievement results in several ways. The superintendent attends monthly meetings at Western Hills Area Education Agency. Superintendents from 23 public and 8 private schools in 6 counties attend these monthly meetings. These meetings offer many opportunities to learn and share.

   Whiting Community Club holds ten meetings each year. A representative from Whiting School attends each of these meetings, during which information is shared. In no less than two meetings, state and United States legislators are invited to attend. Concerns, needs, issues and positive events are voiced and discussed. This open communication leads to a better school and a better community. In addition, a representative from Whiting School attends each legislative coffee that is held locally. This is another avenue for the school to share and communicate information about Whiting School.

   Copies of Whiting Community School District's Annual Progress Report and its Comprehensive School Improvement Plan are filed with the Area Education Agency. These are kept in a public room where any other school district has access to review them. Copies of the APR and CSIP are also on file with the Iowa Department of Education. The Iowa Department of Education publishes the Building Level Reports on the following website: http://www.iowaschoolprofiles.com/

   One evening each year, Whiting hosts a "Sharing Conference" attended by teachers from the other rural school districts in the surrounding area. At the conference, information, ideas, research, instructional strategies, and successes are shared and discussed. This conference has been found to be very valuable to all attending.

PART V – CURRICULUM AND INSTRUCTION

Curriculum Benchmarks & Standards for Improved Student Learning

1. Whiting Community High School sets high standards and benchmarks for all of its students in the areas of reading and mathematics. Each student must be equipped with a variety of strategies to help him/her in comprehending grade level material. Students must read for multiple purposes, including gathering formation, learning processes, and enjoyment. In mathematics, students need to demonstrate understanding of number sense and operations; understanding of patterns, functions, and algebra; understanding of geometry and measurement; and understanding of statistics and probability.

   Students at Whiting Community High School need 48 credits to graduate. Among those 48 credits are the following required courses: 8 credits of English, 4 credits of Math, 4 credits of Science, 6 credits of Social Studies, 2 credits (8 semesters) of Physical Education, 1 credit of Health, and 1 credit of Vocational Education.

   Science - Students are offered a wide variety of science courses from which to choose, besides the required courses of biology and physical science. Certified teachers teach anatomy, physiology, chemistry, physics, environmental science and ecology, and vocational agriculture.

   Social Studies – American history is required of all high school students, as is American government, civil/criminal law, and world history. In addition, students may take courses in economics, social problems, and psychology.

   Fine Arts and Foreign Language – Spanish is offered each year; thus, students can earn up to eight credits in Spanish before going to college. As do most of our classes at Whiting High School, Spanish class meets daily for the entire school year. A high percentage of our students have traditionally entered into Spanish I, II, III and Spanish IV. For example, in 2003-2004, fifty-eight percent of the students at Whiting High School registered for one of the Spanish classes being offered. In 2004-2005, the number of students taking a Spanish class increased from the previous year to include sixty-two percent of the student-body who registered for a Spanish class. On average, Whiting High School has ninety-three percent of is freshmen entering high school register for Spanish I. Students may take courses in instrumental and vocal music, fundamentals of art, studio art, and graphic arts. Credit may also be earned in drama and theater arts.

   Technology – Students may earn credits in a variety of technology courses. These include basic computer technology, advanced computer, and computer programming.

   Industrial Technology – Besides academic courses, students have an opportunity to earn credit in industrial technology classes. Among these are construction trades, technical drawing, and small engines.

   Family and Consumer Science – Today's world may be a frightening place with too many choices. Students at Whiting High School are provided with necessary knowledge to help them face tomorrow. They may earn credits in foods, adult and family living, child development, and clothing courses.

   Business Education/Technology – If students are interested in business, they may earn credits in accounting, general business, ClarisWorks and computer applications, workplace readiness, and marketing. In addition, courses in basic computer technology, advanced computer, and computer programming are offered.

Information on Language Arts/English Curriculum

2. Whiting Community High School students are expected to meet specific standards in the area of English. By 11th grade, they are expected to use a variety of strategies in reading a wide variety of literary texts, especially informational texts. They are also expected to read for a variety of purposes, including enjoyment, gathering information, and learning processes.

   Whiting Community High School students are required to take English I and English II. In these courses, students study literature, grammar, vocabulary, and composition. In the literature component, students learn about the short story, the novel, poetry, and drama. They receive an in-depth understanding of grammar and its usage through composition. Students apply their understandings of grammar to creative writing, research papers, journals, and library skills.

   American Literature is another required English course. Students study the literature of the United States, gaining insight into the beginnings and the growth of democracy and the national character of the United States reflected in the writings of American authors. The genres studied are diaries, journals, essays, poetry, short stories, novels, and drama. Vocabulary study and spelling are infused within every genre.

   Speech and Communication Skills are two other required courses. In the speech course, students are given instruction in speech skills, with emphasis placed on the structure and delivery of oral presentations for various occasions and audiences. Interpersonal communications and discussion are also included to give the student a broad base of speech experiences. As an option to American Literature, students may choose to take Communication Skills. Here students learn the communication skills they will need in their everyday activities. They will review punctuation, capitalization, and grammar; enhance their reading and comprehension skills; learn to write memos and business letters; and study units on career planning and job seeking skills. These skills will include finding a position, filling out applications, and the interviewing process.

   Students may earn additional credits in a variety of courses, including Basic Composition, Contemporary Authors, and Creative Writing. Students may also earn college credit in classes such as Introduction to Literature, Advanced Composition I and Advanced Composition II.

   In order to improve the reading skills of students who read below grade level, Whiting High School began several initiatives. The first was pairing students of varying abilities. When a poor reader and a good reader are paired together, the poor reader can hear what good reading sounds like and begin to emulate it. Most of the time, poor readers are paired together and all they hear is more poor reading. Another initiative is to have poor readers read picture books to elementary students. This helps the poor high school reader to develop fluency—a key component in improving comprehension. It also provides a positive role model for the elementary students.

Information on the Mathematics Curriculum

3. Whiting High School's mathematics curriculum ensures that graduates will demonstrate understanding of number sense and operations, will demonstrate understanding of patterns and functions, and will demonstrate understanding of algebra, geometry, measurement, statistics, and probability. These high standards coincide with the mission statement in preparing students to become responsible citizens. Having these understandings and capabilities will enable Whiting High School graduates to succeed in college or in the work place.

   Graduates are required to take four credits of mathematics. Students may take classes in algebra, geometry, trigonometry, and calculus. Three classes are offered in algebra: Pre-Algebra, Algebra I, and Algebra II. After passing Algebra II, students may take Advanced Mathematics I and II. It is in these classes students are introduced to the concepts of trigonometry and calculus.

   In addition, students may choose to take classes in integrated mathematics. These courses assist students in developing practical mathematical skills, help them to become aware of math related careers, and teach them the importance of math skills in the workplace. In a second course, students learn problem solving techniques and strategies to attack consumer issues. Thus, students will become effective, capable consumers and responsible citizens, which is the school's mission.

Research Based Instructional Strategies for Improved Student Learning

4. Whiting Community High School uses a variety of instructional methods to improve student learning. Among these are Reading Counts, Sustained Silent Reading, Partner Reading, Think Alouds, Cooperative Learning, Inquiry-based Science, Daily Oral Language, Flexible small group instruction, Explicit instruction, Direct instruction, Vocabulary strategies, Standards-based instruction, and Integrated technology and career development across all curricular areas. We have reviewed the research and after an analysis of our student data, felt that these instructional methods would be of most benefit to our students and their needs.

   An anonymous donor provided 240 IBM Pentium III computers to Whiting Schools. This enabled us to set up two additional computer labs at the high school level – one for composition and writing skills and one for business accounting skills. Whiting High School has implemented a program to place a leased, internet-ready computer in the home of each student's family that doesn't have a computer within their home. The charge to the student is $15 per year, plus a one-time damage deposit of $25. The intent is to provide all students with technology and equal learning opportunities.

   Whiting High School students have an opportunity to attend a Flexible Learning Center, an "Alternative" high school. Three other districts may send students to this center, but Whiting is the fiscal agent and manager of the center. At the center, students have an opportunity to take required classes they have not passed, or classes that have not previously fit into their schedules.

   If the climate is not conducive to learning, optimum-learning results will not take place. We have a Success4 program to help students with behavioral supports. We conducted a Success4 Climate Survey in the spring of 2003 to help us in the analysis of our climate needs. Based on the results of the survey, we focus on interventions for reducing discipline problems. Specifically, we strive for high levels of attendance, high graduation

rates, and a positive, supportive learning environment. After the implementation of our Success4 program, we experienced a decrease in the number of classroom disruptions, a decrease in the number of expulsions, and a decrease in the number of in-school suspensions. Detentions went from 243 down to 118. This is a decrease of 51%. In-school suspensions went from 29 to 21, whereas out-of-school suspensions dropped from 35 to seven. This was a decrease of 21% and 80% respectively. Classroom disruptions dropped 67%, from six students being removed from the classroom for disruptive behaviors, down to only two students being removed from the classroom.

Whiting High School students also participate in Character Counts! The six pillars (trustworthy, respect, responsibility, fairness, caring, citizenship) have their own committees composed of and chaired by high school students. Each committee is responsible for a different project and for promoting the trait throughout the school. This program, too, has positively affected the climate and learning environment at Whiting High School.

Planned Ongoing Professional Staff Development

5. Whiting Community School District has an early out every Wednesday of the school year for professional development. In addition, Whiting has designated two early release days each month, and three complete days throughout the school year that are devoted to professional development. Whiting has modeled their professional development plan after the Iowa Professional Development Plan, as that has a heavy research base from the work of national research professionals, Dr. Beverly Showers and Dr. Bruce Joyce.

   Whiting High School analyzed the student achievement data for both reading and mathematics. Based on the results of this analysis, it was determined that at the high school level for reading, professional development would focus on vocabulary acquisition and comprehension. In mathematics, the emphasis of professional development would be on application of patterns, function, and algebra. For all content areas, professional development would cover the integration of cooperative learning across the curriculum. In addition, high school teachers would receive professional development in the integration of technology into all courses and disciplines.

   Once teachers have learned and implemented the various strategies, an implementation cycle is designated. During this time, teachers log their use of the specific instructional strategy being studied. These implementation logs are then analyzed to ensure fidelity of the strategy. Based on previous research results, if the strategy is being taught to students with fidelity, Whiting teachers can be sure of the positive outcome on student learning. If, after analysis, it is found that the strategy is not being taught with fidelity, further professional development is provided. Another implementation cycle is set, and the data analyzed again. Diagnostic assessments are given to the students periodically. The results are carefully analyzed to determine if the strategy is making a positive impact on student achievement. After disaggregating the student diagnostic data, teachers look for gaps in subgroups. When gaps occur, teachers work with small, flexible groups of students in an effort to close these gaps. Also, if new strategies are needed based on the analysis of student achievement data, professional development is provided for these new strategies. Thus, Whiting's professional development plan is ongoing and cyclic.

Part VII – Assessment Results

Subject **Reading Comprehension** Grade **9** Test **ITED**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: October					
SCHOOL SCORES					
% At or Above Basic	25	25	12.5		
% At or Above Proficient	65	43.7	68.7		
% At Advanced	10	31.2	18.76		
Number of students tested	20	16	16		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Low SES (specify subgroup)					
% At or Above Basic	12.5	16.6	16.6		
% At or Above Proficient	87.5	60.6	50		
% At Advanced	0	16.6	33.3		
Number of students tested	8	6	6		
2. High SES (specify subgroup)					
% At or Above Basic	33.3	30	10		
% At or Above Proficient	50	30	80		
% At Advanced	16.6	40	10		
Number of students tested	12	10	10		
STATE SCORES See Footnote*					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					

***The State of Iowa does not require testing at the 9th grade; therefore, no data is available to report.**

Subject **Mathematics Totals** Grade **9** Test **ITED**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: October					
SCHOOL SCORES					
% At or Above Basic	5	25	0		
% At or Above Proficient	65	43.7	62.5		
% At Advanced	31	31.2	37.5		
Number of students tested	20	16	16		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Low SES (specify subgroup)					
% At or Above Basic	0	16.6	0		
% At or Above Proficient	62.5	66.6	50		
% At Advanced	37.5	16.6	50		
Number of students tested	8	6	6		
2. High SES (specify subgroup)					
% At or Above Basic	8.3	30	0		
% At or Above Proficient	66.6	30	70		
% At Advanced	25	40	30		
Number of students tested	12	10	10		
STATE SCORES See Footnote*					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					

***The State of Iowa does not require testing at the 9th grade; therefore, no data is available to report.**

Subject **Reading Comprehension** Grade **10** Test **ITED**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: October					
SCHOOL SCORES					
% At or Above Basic	40	18.7	22.2		
% At or Above Proficient	40	68.7	66.6		
% At Advanced	21	12.5	11.1		
Number of students tested	15	16	27		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Low SES (specify subgroup)					
% At or Above Basic	33.3	0	22.2		
% At or Above Proficient	66.6	75	66.6		
% At Advanced	0	25	11.1		
Number of students tested	6	4	9		
2. High SES (specify subgroup)					
% At or Above Basic	44.4	25	22.2		
% At or Above Proficient	11.1	66.6	66.1		
% At Advanced	44.4	8.3	16.6		
Number of students tested	9	12	18		
STATE SCORES See Footnote*					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					

***The State of Iowa does not require testing at the 10th grade; therefore, no data is available to report.**

Subject **Mathematics Totals** Grade **10** Test **ITED**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: October					
SCHOOL SCORES					
% At or Above Basic	33.35	6.2	18.5		
% At or Above Proficient	40	68.7	55.5		
% At Advanced	26.6	25	25.9		
Number of students tested	15	16	27		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Low SES (specify subgroup)					
% At or Above Basic	16.6	0	33.3		
% At or Above Proficient	50	50	44.4		
% At Advanced	33.3	50	22.2		
Number of students tested	6	4	9		
2. High SES (specify subgroup)					
% At or Above Basic	33.3	8.3	11.1		
% At or Above Proficient	44.4	75	61.6		
% At Advanced	22.2	16.6	27.7		
Number of students tested	9	12	18		
STATE SCORES See Footnote*					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					

***The State of Iowa does not require testing at the 10th grade; therefore, no data is available to report.**

Subject **Reading Comprehension** Grade **11** Test **ITED**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: October					
SCHOOL SCORES					
% At or Above Basic	6.7	22.2	13.3		
% At or Above Proficient	66.7	62.9	73.3		
% At Advanced	26.6	14.8	13.3		
Number of students tested	15	27	15		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Low SES (specify subgroup)					
% At or Above Basic	0	41.6	33.3		
% At or Above Proficient	60	50	33.3		
% At Advanced	40	8.3	333		
Number of students tested	5	12	3		
2. High SES (specify subgroup)					
% At or Above Basic	10	6.6	8.3		
% At or Above Proficient	70	80	66.6		
% At Advanced	20	13.3	25		
Number of students tested	10	15	12		
STATE SCORES (Biennium)	**2002-2004**	**2001-2003**	**2000-2002**		
% At or Above 41st percentile	76.8	77.0	77.1		
National Scores (Annual)	**2004**	**2003**	**2002**		
% At or Above Proficiency	60%	60%	60%		

Subject **Mathematics Totals** Grade **11** Test **ITED**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month: October					
SCHOOL SCORES					
% At or Above Basic	6.7	11.1	13.3		
% At or Above Proficient	60	62.9	46.6		
% At Advanced	33.3	25.9	40		
Number of students tested	15	27	15		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Low SES (specify subgroup)					
% At or Above Basic	0	16.6	0		
% At or Above Proficient	60	66.6	66.6		
% At Advanced	40	16.6	33.3		
Number of students tested	0	0	15		
2. High SES (specify subgroup)					
% At or Above Basic	10	6.6	16.6		
% At or Above Proficient	70	60	58.3		
% At Advanced	20	33.3	25		
Number of students tested	0	0	15		
STATE SCORES (Biennium)	**2002-2004**	**2001-2003**	**2000-2002**		
% At or Above 41st percentile	76.8	79.2	82.5		
National Scores (Annual)	**2004**	**2003**	**2002**		
% At or Above Proficiency	60%	60%	60%		